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ABSTRACT

This 59-item annotated bibliography covers suggested reading material published between 1956 and 1991 to assist college faculty and administrators in promoting first year success for college freshmen. The bibliography is divided into seven sections of resource materials. Section 1 contains suggested readings on both objective research on the attitudes and characteristics of first-year students, as well as incoming student's views of college. Section 2 contains material which reviews college and university programs designed to meet first-year student needs. Section 3 lists publications that review the extended orientation/college survival course. Section 4 reviews the most widely used texts and source materials for freshman orientation seminars. Section 5 presents research material that assessed the impact of specific campus programs and activities concerning the freshman year. Section 6 presents information on research projects that explored the impact of the college experience, the importance of student involvement, and the essential match between student and institution. Finally, Section 7 presents reports of the issues and implications of the freshman year and the recommendations for changes in undergraduate and freshman education that are now being implemented. (GLR)

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Monograph Series
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The Freshman Year
EXPERIENCE

The Freshman Year Experience in American Higher Education:
An Annotated Bibliography

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National Resource Center for The Freshman Year Experience
University of South Carolina
1991

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The Freshman Year Experience in American Higher Education:
An Annotated Bibliography

Suggested Readings and Resources for Higher Education Faculty and Administrators Involved in Promoting Student Success During the Freshman Year and Beyond

Mark G. Shanley
Roland G. Hearns

National Resource Center for The Freshman Year Experience
University of South Carolina
1991

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An abbreviated version of this monograph has been published previously in *The Journal of Staff, Program, and Organization Development.*

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INTRODUCTION

John N. Gardner

It is with great pleasure that I provide a brief introduction to this important new addition to the publications series of the National Resource Center for The Freshman Year Experience. For virtually all of the 17 years (as of 1991) that I have been responsible for The Freshman Year Experience Program at the University of South Carolina, I have been receiving inquiries from colleagues throughout American higher education about books and articles that would expand their knowledge of both theory and practice relative to the freshman year. For much of the 1970s and on into the 1980s, there was virtually no literature available to which I could refer them. But because of the extraordinary explosion of interest in the freshman year, research and hence writings on this topic have proliferated.

In spite of this, gaining access to that literature has sometimes been difficult. In the fall of 1988, I taught for the first time a special topics seminar in the University of South Carolina's graduate program in higher education/ student personnel administration on the topic of the freshman year experience. This forced me to confront directly the practical problem of putting together a reading list for graduate students on this topic. I did just that, but it was not an annotated list. I knew then that such an item was needed, not only for my own students but for hundreds of practitioners in colleges and universities across the United States and beyond. This inspired me to turn to one of my colleagues here at the University of South Carolina, Dr. Mark Shanley, who is the primary architect of this bibliography.

Mark has been a colleague of mine at the University for 12 years, and he has come to the attention of many of his colleagues in the student personnel profession through his NASPA award winning dissertation which measures the impact of participation in a freshman seminar course on graduation rates at the University of South Carolina. A number of other scholars had previously looked at the relationship between participation in freshman seminars and enhanced retention from the freshman to sophomore year. Mark's important findings on the significance of the freshman seminar for enhancing graduation rates is a major scholarly contribution.

Mark has been assisted throughout this project by a graduate student, Mr. Roland Hearns, whom I had the pleasure of teaching in my graduate seminar in higher education. I am sincerely grateful to Mr. Hearns for his important work in the development of this annotated bibliography.

In conclusion, I am confident that this bibliography will give many of our colleagues in American higher education more than a place to start in directing their thinking about the freshman year experience. I salute Dr. Shanley and Mr. Hearns for their willingness to donate their time to compile this unique bibliography. We welcome feedback from readers on this product and any suggestions for its subsequent revisions. Most importantly, if you are aware of useful items in the literature that have been omitted, please let us hear from you. No one has a monopoly on all the knowledge in this rapidly developing new field of study and practice in American higher education, The Freshman Year Experience.

SECTION I: THE AMERICAN COLLEGE FRESHMAN

A combination of myth and reality influences the expectations of first-year students and the way the freshman year is experienced by each of them. The selections in Section I include both objective research on the attitudes and characteristics of first-year students and subjective views of college as seen through the eyes of its newest arrivals.

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Astin, A. W., Green, K. C., & Berz, E. R. (1989). *The American freshman: National norms for fall 1989.* Los Angeles: University of California at Los Angeles, Higher Education Research Institute. (Annual reports available from 1966 to present)

This report presents a summary of the results of the annual Cooperative Institutional Research Program (CIRP) survey of college freshmen for 1989. Established in 1966, this national longitudinal study of the American higher education system involves data from 1,300 institutions, over eight million students, and more than 100,000 faculty. The basic purpose of the CIRP survey is to assess the effects of college on students and to provide a normative profile of American college freshmen.

Astin, A. W., Green, K. C., & Korn, W. S. (1987). *The American freshman: Twenty year trends, 1966-1985.* Los Angeles: University of California at Los Angeles, Higher Education Research Institute.

In order to document freshman trends during the period from 1966 to 1985, this report presents summaries of data from each survey conducted by the Cooperative Institutional Research Program (CIRP) during this period. Major findings of the 20-year survey reveal interesting and significant changes in students' academic skills, choice of college majors, and personal goals.

Committee on the Student in Higher Education. (1968). *The student in higher education.* New Haven, CT: The Hazen Foundation.

Generated by the Committee on the Student in Higher Education appointed by the Hazen Foundation in 1966, this dated but still important report was designed to gain perspectives regarding the various social and psychological factors that influence student attitudes, interests, and activities. The final chapter suggests several recommendations for promoting a developmentally-based system of higher education that focuses on improving the quality of human relationships within institutions and enhancing the integration of cognitive and non-cognitive dimensions of student growth. This report provides a philosophical basis for many current directions in higher education including concern over the freshman year experience.

Sanford, N. (1979). Freshman personality: A state in human development. In N. Sanford & J. Axelrod (Eds.), *College and Character,* (pp. 107-111). Berkeley, CA: Montaigne.

This short, concise chapter offers excellent insight regarding human development and freshman personality. It is also full of pertinent information about the period between adolescence and early adulthood.

Townsend, A. (1956). *College freshmen speak out*. New York: Harper and Brothers.

This book provides a delightful introduction from a student perspective to various experiences of freshmen during the first year of college attendance. Although it was published over 30 years ago, this work provides timeless advice and information aimed at a better understanding of college freshmen. Many of the concerns and issues presented by these students are not unlike the concerns and issues confronting college freshmen today.

SECTION II: ENHANCING THE FRESHMAN YEAR EXPERIENCE THROUGH PROGRAMS AND ACTIVITIES

Colleges and universities undertake a wide variety of programs and activities, both curricular and co-curricular, to meet specific needs of first-year students. These selections review a number of these programs such as orientation, academic advising, residence hall activities, and the freshman seminar course.

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Bauska, B., & Phibbs, P. (1989). Novel orientation programs introduce students to campus. *Educational Record, 70*(3/4), 40-42.

Three small private institutions have successfully combined the components of a freshman seminar course with an expanded orientation program for entering students. These orientation programs are intended to enhance student retention, reduce the number of students on academic probation, and improve the overall freshman year experience. The article also presents innovative ideas for those involved in the socialization process of freshman students and in related student programming.

Clarke, J. H., Miser, K. M., & Roberts, A. O. (1988). Freshman programs: Effects of living-learning structures, faculty involvement, and thematic focus. *Journal of College and University Student Housing, 18*(2), 7-13.

Living-learning centers are major contributors to freshman adjustment and satisfaction. The authors present several research studies in support of living on campus as a major contributor for improved academic performance. Three approaches to residential programming that incorporate academic themes were established for assessment purposes. The study suggests that freshmen who live in thematic residential halls incorporating academic themes with residential programming become more integrated into campus life.

Conferences on The Freshman Year Experience. (1982-present). *Proceedings.* Columbia, SC: Author.

The proceedings from regional, national, and international conferences on The Freshman Year Experience contain a compilation of abstracts from hundreds of concurrent conference sessions, as well as names and addresses of presenters. These volumes provide a rich array of practical, novel, and theoretical approaches to freshman year programming, and they collectively represent one of the most comprehensive sources of such information available.

Drake, R. W. (1966). *Review of the literature for freshman orientation practices in the U. S.* Ft. Collins: American College Personnel Association, Colorado State Univ. (ERIC Document Reproduction Service No. ED 030920)

This report probes the literature on freshman orientation that dates back to the early 1920s. Drake also presents historical antecedents inherent in the freshman orientation concept, pre-college clinics, and freshman week activities. Although written over two decades ago, the discussion of philosophical considerations of orientation and the restraining forces which sometime inhibit freshman success are especially relevant today.

Gardner, J. N. (1986). The freshman year experience. *College and University, 61*, 261-274.

The freshman year experience enhancement movement, and especially the freshman seminar, have gained prominence in American higher education. The author discusses the origin and purpose of the freshman year experience movement and offers a comprehensive list of approaches to improve the freshman year. The University 101 freshman seminar program at The University of South Carolina is highlighted as a national model, and its growth and development are attributed to its ongoing effectiveness in promoting freshman retention.

Harmon, W., & Rhatigan, J. (1990). Academic course for parents of first-year students impacts favorably on student retention. *Journal of The Freshman Year Experience, 2*(1), 85-95.

As educators respond to the needs of the first-year student, an often forgotten component of the student support system is the parent. Noting that parents can have a tremendous influence on freshmen during their adjustment to college life, the authors describe an innovative one-semester, credit-bearing course for parents which increases student retention. This course for parents provides information about the campus environment, the role of parents in the student's education, and related subject matter. This innovative approach fosters a partnership between parent and university and provides a stronger support system for the student.

Murphy, R. O. (1989). Freshman year enhancement in American higher education. *Journal of The Freshman Year Experience, 1*(2), 91-100.

Murphy provides both a description of several models of freshman seminar programs and a review of assessment and research literature relating to these programs. He identifies five models of freshman enhancement programs (orientation, academic, professional, curricular, and eclectic), three outcomes measurements (retention, academic performance, and knowledge/utilization of campus resources), and reviews the retention research paradigm developed by Tinto.

Strommer, D. (1989). Designed for first-year students: University colleges today. *Journal of The Freshman Year Experience, 1*(1), 17-31.

Effective advising for first-year students can be provided through a central unit, the university college. Strommer defines the role and function of university colleges and highlights several successful centralized advising programs at various universities. In addition, she discusses advantages and disadvantages in terms of student retention and satisfaction. She concludes that university colleges, through focused and coordinated efforts, help students succeed by providing relevant information and assistance that responds to the diverse needs of freshmen.

Upcraft, M.L. (Ed.). (1984). Orienting students to college. *New Directions for Student Services, 25*.

This source book provides a thorough discussion of orientation programs in higher education. Chapters focus upon topics including orienting traditional entering students, minority students, disabled students, returning adult students, and transfer students, as well as various other orientation programs and activities.

Upcraft, M. L., Gardner, J. N., & Associates. (1989). *The freshman year experience.* San Francisco: Jossey-Bass.

Edited by two prominent authorities on the freshman year experience movement, this book is one of the most current and comprehensive sources of information available on this topic. The authors present pertinent information aimed at promoting the overall success of college freshmen and also describe examples of various types of freshman year program approaches and models that are used currently in colleges and universities around the country.

The introductory chapter, "A Comprehensive Approach to Enhancing Freshman Success," offers a thorough discussion of the factors that influence academic and social success of freshmen. Other chapters include: "Elements of an Effective Seminar: The University 101 Program," "How Seminars Enhance Student Success," "Starting a Freshman Seminar Program," "A President's Perspective on the Value of Freshman Seminars," and "Academic and Student Affairs in Partnership for Freshman Success."

Young, R. B., Backer, R., & Rogers, G. (1989). The impact of early advising and scheduling on freshman success. *Journal of College Student Development, 30*(4), 309-312.

This article describes an early advising and scheduling program for entering freshmen that has a positive impact on student retention and academic success at a large public institution. The authors provide a comprehensive literature review that supports well-developed orientation and advising programs as positive contributors to student satisfaction. The article also includes a thorough description of the program as well as the impact it has on participating students.

SECTION III: IMPLEMENTING A FRESHMAN SEMINAR

The freshman seminar has been called the "most popular, fastest growing structure in freshman education." The popularity of this course type relates to its established effectiveness in improving student retention and academic success. These books and articles address the most common form of the freshman seminar--the extended orientation/college survival course. They review essential processes for developing and implementing such a course and take a realistic look at related political dynamics.

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Boe, J., & Jolicoeur, P. (1989). The evolution of a freshman seminar. *NACADA Journal*, 9(1), 51-59.

This article presents an informative account of the development of a one-credit freshman seminar and a description of the changes to the seminar since its inception in 1977. The authors identify three classification schemes for freshman seminars, (interdisciplinary, utilitarian, and developmental), and discuss the importance of focusing on a finite number of objectives to avoid diluting program impact. They discuss these objectives in relation to the substantial changes that have occurred during the evolution of this freshman seminar and identify important issues that need to be addressed in establishing such a seminar.

Cohen, R. D., & Jody, R. (1978). *Freshman seminar: A new orientation*. Boulder, CO: Westview Press.

Cohen and Jody present a strong argument for extended orientation programs and freshman seminars. Their book also gives special focus to planning and teaching freshman seminars, as well as the content and format of freshman seminar programs. While somewhat dated, this work provides a cogent rationale for freshman seminars that is still applicable.

Cuseo, J. (1991). *The freshman orientation seminar: A research-based rationale for its value, delivery, and content* (Monograph No. 4). Columbia, SC: University of South Carolina, National Resource Center for the Freshman Year Experience.

The author provides a conceptual framework, based upon empirical research, for freshmen orientation seminar course content and administrative delivery. He presents ten recommendations for course administration and seven suggestions for course content.

Gardner, J. N. (1981). Developing faculty as facilitators and mentors. *New Directions for Student Services, 14*, 67-80.

Gardner encourages faculty to join student personnel practitioners as facilitators of student growth and career development. Using the University 101 course concept, the article describes how this academic program and its required faculty development training can help develop faculty as facilitators and mentors. The article also presents the tenets of the University 101 faculty training model.

Gordon, V. N., & Grites, T. J. (1984). The freshman seminar course: Helping students succeed. *Journal of College Student Personnel*, 24(4), 315-320.

Gordon and Grites provide a rationale for the development of a freshman seminar course, a brief history of the freshman seminar, and guidelines to consider for course implementation. They also identify six generic focal points for freshman seminars: understanding maturational changes, clarifying values and exploring career and life goals, obtaining information about academic programs, understanding occupational implications of educational choices, developing study and time-management skills, and orienting students to college resources and services.

Smitheram, V. (1989). Politics of persuasion: Establishing a new freshman seminar with full academic credit. *Journal of The Freshman Year Experience*, 1(1), 79-94.

Central to the success of a freshman seminar program is the political process related to course implementation. The author places a special focus on "mastering the politics of persuasion" of curriculum reform and provides a step-by-step framework for establishing a new freshman seminar course. He attributes the successful implementation of the freshman seminar course to knowledge and application of conflict theory and decision-making models. This article is ideal for practitioners involved in the curricular reform process of establishing a new freshman seminar course with full academic credit.

Von Frank, J. (1985). Setting up a special program for freshmen: Mastering the politics. *College Teaching*, 33(1), 21-26.

Von Frank offers practical suggestions for implementing a freshman seminar course and places particular emphasis on the political dynamics prevalent in introducing and implementing new programs and concepts. He provides a sample syllabus from an actual university freshman seminar course, and he offers seven helpful suggestions for planning a freshman seminar program and ensuring ease in its implementation.

SECTION IV: TEXTS/SOURCE BOOKS

Texts for freshman seminar courses are not only valuable for students and their parents; they also offer seminar instructors a blueprint for the content of a viable freshman seminar course. This section reviews the most widely used texts and source materials for freshman orientation seminars.

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Coburn, K. L., & Treeger, M. L. (1988). *Letting go: A parents' guide to the college experience*. Bethesda, MD: Adler and Adler.

Parents have a critical role in helping freshmen succeed. This book focuses on the parents' role in the process of adapting to the freshman year experience and abounds with personal anecdotes from parents and students who have experienced this exciting, yet often turbulent, time of separation. Parents will find insight, professional advice, and a better understanding of the unparalleled changes students experience during the period of separation which accompanies the freshman year. This is an excellent resource for parents' programming during new student orientation.

Ellis, D. B. (Ed.). (1984). *Becoming a master student*. Rapid City, SD: College Survival, Inc.

As a guide to assist college freshmen in becoming better students and more successful learners, this book presents many approaches and strategies to improve learning. Chapters include information on time management, test taking, memory improvement, reading, and campus resources. This book is widely used as a text for freshman seminar courses.

Farrar, R. T. (1988). *College 101: Making the most of your freshman year*. Princeton, NJ: Peterson.

Through a series of questions pertaining to the freshman year, this book is a useful guide both for freshmen and for those involved in facilitating activities and programs designed for freshmen. Questions range from "What happens at registration?" to "How can I learn to take good lecture notes?" The answers, as well as the ideas and suggestions that follow, reflect the concerns other students have faced during the college years. This book can be used as a text for freshman seminar courses or as a reference guide.

Gardner, J. N., & Jewler, A. J. (Eds). (1989). *College is only the beginning* (2nd ed.). Belmont, CA: Wadsworth.

This volume provides a series of essays by experts in various areas of higher education who have a common mission—helping students succeed in college. It is the second edition of one of the first and most widely used texts for freshman seminar courses across the nation.

Jewler, A. J., & Gardner, J. N. (1987). *Step by step to college success*. Belmont, CA: Wadsworth.

This book is divided into five "journeys" intended to help facilitate and enhance the freshman year experience. The authors provide practical information on the value of the college experience and how it differs from high school, what freshmen most need to

know, and how to find answers to important questions. This book can be used as a text for freshman seminar courses or as a reference guide.

Starke, M. C. (1990). *Survival skills for college.* Englewood Cliffs, NJ: Prentice Hall.

Targeted as a text for freshman seminar courses, this book is designed to help students acquire the academic and personal skills that will contribute to their success in college. The readings and exercises cover such topics as higher education terminology, time management, reducing test anxiety, relationships, and career planning.

Walter, T., & Siebert, A. (Eds). (1990). *Student success: How to succeed in college and still have time for your friends.* Fort Worth, TX: Holt, Rinehart and Winston.

Those involved in teaching and implementing developmental programs for freshmen will find that this book provides useful information. Divided into three sections — "How to Succeed in College," "How to Do Well in Your Courses," and "How to Succeed in the School of Life" — it is widely used as a text for freshman seminar courses.

SECTION V: RESEARCH ON THE FRESHMAN YEAR EXPERIENCE

As the dates of these articles reveal, substantive research on the freshman year and the effects of various forms of freshman programming is primarily a phenomenon of the 1980s. Much of the research reported in this section was undertaken to assess the impact of specific campus programs and activities, most of which have come about as a result of the recent ground swell of interest in the freshman year.

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Brown, D. (1989). A cognitive developmental analysis of the freshman seminar experience. *Journal of The Freshman Year Experience, 1*(2), 81-90.

The "whys" and" hows" of the freshman developmental process are the subject of this article. The author references a large body of literature regarding cognitive development and offers suggestions for further study. The article concludes with a discussion of strategies aimed at increasing student knowledge domains.

Fidler, P. (1991). Relationship of freshman orientation seminars to sophomore return rates. *Journal of The Freshman Year Experience,* 3(1), 7-38.

Fidler reports a series of annual studies comparing the sophomore return rates of participants and non-participants in a freshman orientation seminar from 1973 to 1988. He found that participants achieved significantly higher sophomore return rates in 11 out of the 16 years studied. The return rates were numerically higher for the remaining five years. Analysis of these data support a strong positive association between participants in the University 101 program and sophomore return rates. The article also examines the relative contribution of both input variables and process and content variables to the higher return rates of participants.

Katkar, K., & Bennett, S. D. (1989). Strategies for evaluating a freshman studies program. *Journal of The Freshman Year Experience, 1*(1), 33-44.

The authors present strategies for assessing the cost effectiveness of a freshman studies program through the utilization of break-even analysis and elasticity models. They conclude that only small increases in student retention can offset the additional costs involved in supporting a freshman studies program. They found their program to be cost efficient even without taking into consideration the qualitative benefits involved.

Kramer, G. L., & Hardy, H. N. (1985). Facilitating the freshman experience. *College and University, 60*(3), 242-252.

This article explores reasons why 20 to 50% of admitted new students fail to complete the registration process after they are admitted to a four-year institution. Brigham Young University developed an intervention program that attempts to increase the number of students who actually enroll for the fall term. This article discusses outreach programs aimed at prospective freshmen between recruitment and entry at Brigham Young University.

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Sagaria, M. A. (1979). Freshman orientation courses: A framework. *Journal of the National Association of Women Deans and Counselors*, 43(Fall), 3-7.

Sagaria presents a conceptual framework of freshman orientation courses based on research regarding student retention and existing programs from 20 colleges and universities. She describes in detail three classifications of freshman orientation courses, (Interdisciplinary Courses, Developmental Courses, Utilitarian Courses), and the means by which these types of courses promote student integration on the college campus.

The author introduces the concept of "compensatory effect" regarding "at-risk" students who participate in a freshman orientation experience. This concept implies that when these "at-risk" students are retained at rates similar to the general population, the orientation experience can be considered a successful retention experience.

Shanley, M. G., & Witten, C. H. (1990). University 101 freshman seminar course: A longitudinal study of persistence, retention, and graduation rates. *NASPA Journal*, 27(4), 344-352.

The authors present findings from a seven-year longitudinal study investigating the differences in persistence and graduation rates resulting from participation or non-participation in a freshman seminar course at The University of South Carolina. They identify statistically significant differences that confirm the existence of a positive association between successful completion of a freshman seminar and increased persistence and graduation rates. This article represents one of the few studies available in the literature which addresses the long-term impact of a freshman seminar.

SECTION VI: RETENTION RESEARCH/DEVELOPMENTAL MODELS

Student retention is a primary concern for many freshman educators and is therefore the predominant focus of current research on first-year students. Retention, however, is not entirely a new issue; rather, it has been a long-term focus of educators, as the dates of these reports indicate. Retention research is grounded in earlier theoretical models of student development which explore the impact of the college experience, the importance of student involvement, and the essential match between student and institution.

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Astin, A. W. (1975). *Preventing students from dropping out*. San Francisco: Jossey-Bass.

While somewhat dated, this is a valuable and comprehensive publication that synthesizes the findings of previous dropout research with the intention of promoting institutional action to reduce student attrition. The author utilizes the results from a longitudinal study of college dropouts to provide a paradigm for studying student involvement.

The book provides a thorough discussion of student characteristics that predict dropout, presents implications for institutional retention policies, and addresses specific means to combat dropout. A sample of chapters includes: "The Who and Why of Dropping Out," "Predicting Which Freshmen Will Drop Out," "Residence and Campus Environment," "Characteristics of the College," "Matching Student and Institution," and "Implications for Decision Making and Research."

Astin, A. W. (1977). *Four critical years*. San Francisco: Jossey-Bass.

This seminal work presents the findings from the first ten years of the Cooperative Institutional Research Program (CIRP). This longitudinal research effort was aimed at better understanding the effect of college on students. Astin provides comprehensive data regarding students at various institutions from around the United States in an effort to provide a more substantive knowledge base on the undergraduate experience.

Astin, A. W. (1984). Student involvement: A developmental theory for higher education. *Journal of College Student Personnel, 25* (4), 297-307.

The author presents an emerging student development model that is based on the central concept of student involvement. He discusses basic components of the theory, as well as implications for practice and research. This is an excellent information source for those unfamiliar with developmental theory, and provides a tangible model that has ready implications for freshman year programming.

Beal, P. E., & Noel, L. (1979). *What works in student retention*. Iowa City: American College Testing Service.

Campus action programs and activities can improve student retention in higher education. Based upon data derived from a national survey entitled "What Works in Student Retention" conducted by the American College Testing Program, the authors highlight key factors that relate to student retention. They present retention programs and activities that have the greatest general impact on student retention on campus, as well as the basic steps for conducting campus retention research.

Bean, J.P. (1978). Conceptual models of student attrition: How theory can help the institutional researcher. *New Directions for Institutional Research, 36,* 17-34.

Bean explores several models of student attrition and the tenets of each model. He cites four questions that studies of attrition commonly address:

- ✦What are the reasons students leave school?
- ✦What students are likely to leave this institution this year (or semester)?
- ✦What effects are programs and services having on attrition?
- ✦What are the entry-level characteristics of the students most likely to stay in school or to leave?

This article presents one of the better discussions on conceptual models of student attrition available in the early retention literature.

Dunphy, L., Miller, T. E., Woodruff, T., & Nelson, J. E. (1987). Exemplary retention strategies for the freshman year. *New Directions for Higher Education, 15*(4), 39-60.

Through their comprehensive review of retention strategies employed during the freshman year at four different institutions, the authors discuss the concept of "front loading" resources for enhancing the first year of college as a basic tenet of retention strategies. They include a thorough analysis of four retention programs and identify crucial elements needed for their implementation and/or reformation.

Iffert, R. E. (1958). *Retention and withdrawal of college students.* Washington, DC: United States Department of Health, Education, and Welfare.

This report provides data derived from a national sample of students representing 149 institutions. The primary focus was to determine the impact of attrition on American higher education, and examine various factors that differentiate students who drop out from those students who persist.

Lenning, O. T., Beal, P. E., & Sauer, K. (1980). *Retention and attrition: Evidence for action and research.* Boulder, CO: National Center for Higher Education Management Systems.

In this very useful and comprehensive document, the authors discuss the leading models and studies that relate to student retention and attrition. Based on a thorough synthesis of the literature, they highlight specific steps and procedures for increasing student retention. The first chapter, "Important Concepts for Retention and Attrition," reviews the general nature of student retention and attrition as well as the most common measures of retention. Other chapters in the book include: "Factors Relating to Retention and Attrition," "Implications of What We Know About Retention and Attrition," "Putting Retention and Attrition into Context: The Larger Picture," "Classifying Retention, Measures and Indicators of Retention and Attrition," and "Implications for Practitioners and Researchers: An Overview."

Nelson, R. B., Scott, T. B., & Bryan, W. A. (1984). Precollege characteristics and early college experiences as predictors of freshman year persistence. *Journal of College Student Personnel, 25*(1), 50-54.

Predictive information can be derived from freshmen as early as eight weeks after school begins to determine their second-semester persistence rate. The authors report that asking freshmen about their second-semester enrollment plans is the single best predictive variable in determining second-semester persistence in college. This article offers an easily implemented strategy for predicting

student attrition and targeting intervention efforts.

Noel, L., Levitz, R., Saluri, D., & Associates. (1985). *Increasing student retention*. San Francisco: Jossey-Bass.

Considerable attention has been given to devising more effective ways for enhancing the undergraduate college experience and increasing student retention. In this book, the authors present a myriad of strategies, programs, and practices that have been proven to be successful retention efforts employed by institutions of higher learning.

The book is divided into four major sections entitled "Understanding Who Stays, Who Leaves, and What Makes the Difference;" "Targeting Students at Risk for Dropping Out;" "Fostering Retention Through Key Programs and Activities;" and "Guidelines and Models for Achieving Retention Results." The twenty-two chapters included under the above sections provide highly useful information regarding student retention in higher education.

Pascarella, E. T., & Terenzini, P. T. (1977). Patterns of student-faculty informal interaction beyond the classroom and voluntary freshman attrition. *Journal of Higher Education, 48*, 540-552.

This article presents a study that attempts to test Tinto's theoretical model of retention. The authors investigate the patterns of relationships between different types of faculty interaction with students beyond the classroom. The key finding is that increased informal contact between freshmen and faculty is associated with positive views toward the institution by the student and greater persistence.

Pascarella, E. T., & Terenzini, P. T. (1980). Predicting freshman persistence and voluntary dropout decisions from a theoretical model. *Journal of Higher Education, 51*, 60-75.

The purposes of this study are to develop a multi-dimensional instrument that assesses the major dimensions of Tinto's model of attrition, and to determine the validity of the instrument in accurately identifying freshmen who subsequently persist or voluntarily drop out. Findings reveal that the quality of student relationships with faculty are as important as the frequency with which such interactions occur. This article provides a concise description of Tinto's model and relates this model to an experimental design to assess its validity.

Ramist, L. (1981). *College student attrition and retention* (College Board Report No. 81-1). New York: College Entrance Examination Board.

In this comprehensive book, Ramist reviews the general nature of student attrition and retention as well as research that pertains to these areas. He examines the relationships between college environmental factors and persistence and gives rationale and guidelines for improving educational services which not only will enhance the educational process but will also encourage students to stay in college. This is an outstanding source book for persons conducting research on retention.

Terenzini, P. T., & Wright, T. M. (1987). Students' personal growth during the first two years of college. *The Review of Higher Education, 10*(3), 259-271.

A student's personal growth during the freshman and sophomore years is a

culmination of both intellectual and non-intellectual factors. This article points out weaknesses of current studies regarding retention and the experiences of entering college students. The authors emphasize academic adjustment as a major influence of a student's overall social adjustment to college, and also present a synthesis of a research study from which this assertion was derived.

Tinto, V. (1975). Dropout from higher education: A theoretical synthesis of recent research. *Review of Educational Research, 45*, 89-125.

In this comprehensive article, Tinto presents a theoretical model explaining the process of interaction between the individual and the institution that leads different individuals to persist or not persist in college. He also presents a thorough synthesis of research contributing to this model in an effort to gain new insights into the social processes of dropping out of higher education. This article provides a very important and useful discussion of the evolutionary development of attrition models.

Tinto, V. (1987). *Leaving college: Rethinking the causes and cures of student attrition*. Chicago: University of Chicago Press.

Tinto presents a review of recent research on student attrition that has been instrumental in developing a theoretical framework regarding student departure. Chapters include: "The Scope and Patterning of Student Departure from Higher Education," "Roots of Individual Departure from Institutions of Higher Education," "A Theory of Individual Departure from Institutions of Higher Education," and "The Dimensions of Institutional Action." Tinto concludes with a succinct discussion of ways of responding to student departure, and the implications these departures, voluntary or otherwise, have for higher education.

Whiteley, J., & Yokota, N. (1988). *Character development in the freshman year and over four years of undergraduate study* (Monograph No. 1). Columbia, SC: University of South Carolina, National Resource Center for the Freshman Year Experience.

In this monograph the authors review historical and current rationales for programs that promote the capacity to think clearly about moral issues and to act accordingly. They also present the results of an intervention program for character development among freshmen at a West Coast university, and offer recommendations for other institutions attempting to introduce character development into freshman seminars, living-learning experiences, and other developmental experiences. This work provides comprehensive data that supports the central role of character development as an essential goal of a college education.

Wilkie, C., & Kuckuck, S. (1989). A longitudinal study of the effects of a freshman seminar. *Journal of The Freshman Year Experience, 1*(1), 7-16.

The authors report the findings of a three-year research study of the cumulative grade point average and retention rates of high-risk students who successfully completed an orientation course in the first semester of their freshman year. Results of the study reveal that students who successfully completed the orientation course achieved significantly higher grade point averages over the three-year period than students in the control group. In addition, retention rates were higher for orientation participants than for non-participants. This paper presents a thorough research study on retention and offers recommendations for improving the effectiveness of orientation courses.

SECTION VII: NATIONAL REPORTS WITH IMPLICATIONS FOR THE FRESHMAN YEAR EXPERIENCE

In the world of higher education, the 1980s can be called the decade of the reform reports. All of the reports reviewed herein raise issues with implications for the freshman year and recommend changes in undergraduate and freshman education that are now being implemented on many of the nation's campuses.

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Association of American Colleges. (1985). *Integrity in the college curriculum: A report to the academic community*. Washington, DC: Author.

Prompted by the need to better understand the current condition of the higher education system, the Association of American Colleges reports findings aimed toward redefining the baccalaureate degree. The purposes of this important work are to study the state of baccalaureate education, to promote discussion among faculty and administration regarding basic education policy, and to suggest recommendations for improving programs leading to bachelors' degrees. Sections of this report include: "The Decline and Devaluation of the Undergraduate Degree;" "Faculty Responsibility: Obstacles and Incentives;" "A Minimum Required Curriculum;" "Study in Depth;" "The Problem of Accountability;" and "The Profession of College Teaching."

Boyer, E. L. (1987). *College: The undergraduate experience in America*. New York: Harper and Row (The Carnegie Foundation for the Advancement of Teaching).

This important work is the result of an intensive study of 29 four-year colleges and universities. Through observation and interviews with students, faculty, and college officials, Boyer and his colleagues develop a rich, vivid record of American undergraduate college life. They identify eight points of tension in the college environment, and suggest that colleges must establish connections between all elements of the campus. Recruitment, orientation, curriculum, teaching, residence hall living, etc., must relate to one another and contribute to a sense of campus community. This work raises particular questions about the quality of the freshman year and recommends that all colleges offer a short-term freshman seminar for new students that helps students understand the academic traditions of the institution and how scholars carry on their work.

Commission on Minority Participation in Education and American Life. (1988). *One third of a nation*. Washington, DC: American Council on Education.

This report provides vital information related to the future of American education. The Commission describes the dramatically changing ethnic make-up of the American population, along with the implications of these changes for our educational system. As the report reveals, minorities will comprise one-third of our nation by the end of the 20th century. Effective strategies must be employed to fully incorporate these individuals into our educational and economic systems if our nation is to prosper.

National Commission on Excellence in Education. (1983). *A nation at risk: The imperative for educational reform*. Washington, DC: U. S. Government Printing Office.

The purposes of this report are to analyze the declining state of the educational system in America in terms of school student performance in the U.S. and other countries, identify specific areas of concern, and suggest recommendations for improvement. In this critical report, the Commission includes guidelines for improving educational leadership and student learning.

Study Group on the Conditions of Excellence in American Higher Education. (1984). *Involvement in learning: Realizing the potential of American higher education*. Washington, DC: United States Department of Education.

This report suggests ways to improve and enhance the undergraduate college experience. Central to this study is the concept that student involvement and motivation are key elements in the learning process. The report presents a number of recommendations that directly relate to improving the freshman year experience in American higher education through enhanced involvement of students in their educational experience.

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